



POWDERSVILLE MIDDLE

135 Hood Road
Greenville, SC 29611

Grades	6-8 Middle School	
Enrollment	556 Students	
Principal	Todd Binnicker	864-269-1821
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	At-Risk
2007	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

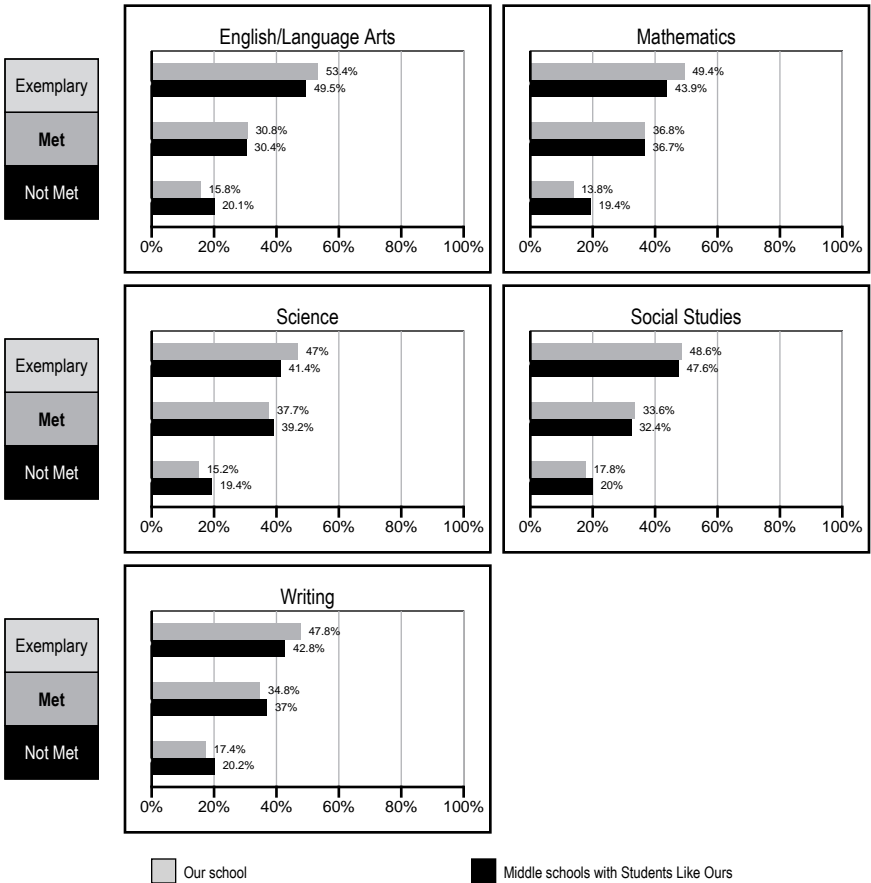
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	1	0	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	94.0%	99.1%
English 1	100.0%	99.1%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	100.0%
US History and the Constitution	N/A	N/A
All Subjects	96.6%	99.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=556)				
Students enrolled in high school credit courses (grades 7 & 8)	14.2%	Down from 18.8%	49.1%	24.5%
Retention rate	0.0%	Down from 0.7%	0.4%	0.7%
Attendance rate	96.3%	Down from 96.4%	96.3%	95.9%
Served by gifted and talented program	23.2%	Down from 24.9%	30.3%	17.8%
With disabilities other than speech	5.1%	Down from 7.2%	8.1%	9.2%
Older than usual for grade	0.0%	Down from 1.0%	0.8%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.2%	0.8%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	67.9%	Up from 65.5%	66.7%	60.0%
Continuing contract teachers	100.0%	Up from 93.1%	88.2%	82.6%
Teachers returning from previous year	95.5%	Down from 96.6%	86.7%	85.6%
Teacher attendance rate	95.8%	Up from 95.6%	95.1%	95.3%
Average teacher salary*	\$49,572	Down 0.9%	\$48,243	\$46,300
Professional development days/teacher	6.7 days	Down from 7.5 days	7.9 days	9.9 days
School				
Principal's years at school	1.0	Down from 19.0	3.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 25.0 to 1	24.2 to 1	21.5 to 1
Prime instructional time	91.3%	Up from 91.0%	90.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.9%	Up from 88.0%	90.9%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$6,444	Down 6.2%	\$6,726	\$7,634
Percent of expenditures for instruction**	60.1%	Up from 59.8%	62.7%	64.0%
Percent of expenditures for teacher salaries**	57.5%	Up from 56.2%	61.7%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2010-2011 school year was another very exciting one at Powdersville Middle School. Our faculty, staff, and students experienced a great deal of success in academics, the arts, athletics, and various service learning activities. Some of our year's successes are listed below.

As a part of Anderson School District One, Powdersville Middle School was accredited through the SACS/CASI Quality Assurance Review held during the 2010-2011 school year.

Our 2010 PASS scores earned us an Absolute Rating of Excellent on last year's Annual School Report Card.

For the second year in a row, Powdersville Middle School earned a Palmetto Gold Award from the Education Oversight Committee for high test scores for the 2009-2010 school year.

200 Powdersville Middle School students are members of the National Junior BETA Club, an organization devoted to academic achievement and service.

Seventeen seventh grade students qualified to participate in the Duke University Talent Identification Program based on their 6th grade PASS test scores.

Fifty-nine students qualified to take the PSAT and fifteen of those students were recognized as Junior Scholars for high scholastic achievement on the test.

Approximately 450 students participated in Job Shadowing Day. One eighth grade student, Mandy Cooper, was accepted to attend the Discovery program in the music area of the SC Governor's School for the Arts and Humanities.

We are the first middle school in the eastern United States to be a part of the Early Act First Knight Character Development program sponsored by Greenville Evening Rotary.

Knighting ceremonies (by the Knights of the Guild) have so far recognized over 150 students in 2010-2011 for exemplifying excellence in character.

Trey Stahlsmith was crowned School Spelling Bee Champion.

Tammie Collins, 7th grade ELA teacher, earned National Board Re-Certification.

Mrs. Kathi Cord, 8th grade ELA/Social Studies teacher, was elected as the Powdersville Middle School Teacher of the Year and was an Anderson District One finalist.

Many students from the Powdersville Middle School strings program participated in All-County Orchestra, and others received awards during Solo and Ensemble competitions.

8th Grade Chorus and 8th Grade Band participants brought home First Place trophies for the 2011 Disney Fiesta-Val in Orlando, Florida.

Finally, Powdersville Middle is fortunate to have a quality faculty, staff, and supportive community. Our School Improvement Council, PTSO, and entire school family have one common goal – making PVMS the best it can be! Through continuing to work together, we remain a school where "Character, Confidence, and Commitment Abound."

Todd Binnicker, Principal Monique German, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	153	70
Percent satisfied with learning environment	100.0%	82.4%	95.7%
Percent satisfied with social and physical environment	100.0%	87.6%	92.5%
Percent satisfied with school-home relations	100.0%	88.8%	88.4%

* Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	561	100	15.6	30.4	54	88.1	90.7	82.4	Yes	Yes
Gender										
Male	295	100	15.5	32	52.5	86.6	88.7	78.7	N/A	N/A
Female	266	100	15.8	28.5	55.7	89.7	92.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	478	100	14.6	28.5	56.9	88.7	91.8	88.9	Yes	Yes
African American	47	100	30.2	44.2	25.6	79.1	80.9	72.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	22	100	13.6	27.3	59.1	90.9	87	79.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	82.8	83	I/S	I/S
Disability Status										
Disabled	45	100	48.8	30.2	20.9	53.5	63.2	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	8.3	50	41.7	91.7	86.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	174	100	24.8	32.9	42.2	80.1	85.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	561	100	13.6	37.1	49.3	93.9	90.8	81.9	Yes	Yes
Gender										
Male	295	100	13.4	34.9	51.8	94.4	90.3	79.9	N/A	N/A
Female	266	100	13.8	39.5	46.6	93.3	91.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	478	100	12.6	34.4	52.9	94.3	91.6	88.9	Yes	Yes
African American	47	100	23.3	55.8	20.9	90.7	84.2	71.4	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	22	100	18.2	45.5	36.4	90.9	88.9	81.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	86.2	84.4	I/S	I/S
Disability Status										
Disabled	45	100	44.2	41.9	14	72.1	60.5	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	8.3	50	41.7	91.7	87.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	174	100	20.5	48.4	31.1	87.6	85.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	372	99.7	15.4	37.7	46.9	84.6	85.1	68.6
Gender								
Male	192	100	14.9	33	52.1	85.1	84.9	68.3
Female	180	99.4	15.9	42.9	41.2	84.1	85.3	68.9
Racial/Ethnic Group								
White	313	99.7	14.5	36.6	48.8	85.5	86.5	80.7
African American	34	100	25.8	48.4	25.8	74.2	73.9	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.3	85.3
Hispanic	17	100	17.6	29.4	52.9	82.4	77.9	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	71.4	70.8
Disability Status								
Disabled	25	100	54.2	37.5	8.3	45.8	53.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	75.8	60.7
Socio-Economic Status								
Subsidized meals	121	99.2	26.3	43	30.7	73.7	76.7	57.3

Social Studies

All Students	375	99.7	17.6	33.2	49.2	82.4	84.9	72.5
Gender								
Male	192	100	14.1	29.9	56	85.9	85.4	72
Female	183	99.5	21.3	36.8	42	78.7	84.3	73.1
Racial/Ethnic Group								
White	320	99.7	15.6	32.5	51.9	84.4	86.2	81
African American	33	100	37.9	34.5	27.6	62.1	75.2	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	82.8	89
Hispanic	12	100	16.7	25	58.3	83.3	79.9	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	71.4	73.5
Disability Status								
Disabled	31	100	43.3	36.7	20	56.7	55.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	80.2	69.7
Socio-Economic Status								
Subsidized meals	115	100	27.4	34.9	37.7	72.6	77.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	166	98.8	17.4	34.8	47.8	82.6	82.5	73.2	96.3	96.1
Gender										
Male	86	97.7	22	36.6	41.5	78	77.2	67.2	96.4	96.2
Female	80	100	12.7	32.9	54.4	87.3	88.2	79.4	96.3	96
Racial/Ethnic Group										
White	137	99.3	16.5	31.6	51.9	83.5	84.2	81.5	96.3	96
African American	16	93.8	26.7	66.7	6.7	73.3	71.4	61.3	96.6	96.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	87	98.7	98.1
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.1	66.7	96.5	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	60	72.2	93.3	95.3
Disability Status										
Disabled	16	87.5	57.1	35.7	7.1	42.9	36.2	26	94.8	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	80.4	65.7	98.1	96.9
Socio-Economic Status										
Subsidized meals	48	95.8	27.3	45.5	27.3	72.7	73	63.2	95.6	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	188	100	11.2	33.1	55.6	88.8
	7	152	100	16.9	28.4	54.7	83.1
	8	186	100	23	25.3	51.7	77
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	206	100	12.2	36.2	51.5	87.8
	7	187	100	16.7	24.4	58.9	83.3
	8	168	100	18.6	29.8	51.6	81.4

Mathematics

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	188	100	11.8	32.6	55.6	88.2
	7	152	100	17.6	39.2	43.2	82.4
	8	186	100	23	42.1	34.8	77
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	206	100	9.2	35.7	55.1	90.8
	7	187	100	12.2	35	52.8	87.8
	8	168	100	20.5	41	38.5	79.5

Science

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	94	100	12.2	56.7	31.1	87.8
	7	151	100	8.2	41.5	50.3	91.8
	8	95	100	22.5	25.8	51.7	77.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	104	99	15.2	56.6	28.3	84.8
	7	186	100	15.1	34.1	50.8	84.9
	8	82	100	16.3	22.5	61.3	83.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	94	100	5.7	45.5	48.9	94.3
	7	152	100	25.7	28.4	45.9	74.3
	8	91	100	18	38.2	43.8	82
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	102	99	5.2	36.1	58.8	94.8
	7	187	100	19.4	32.8	47.8	80.6
	8	86	100	28.4	30.9	40.7	71.6
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	190	100	12.2	44.8	43.1	87.8
	7	159	98.1	22.7	42	35.3	77.3
	8	185	100	9.6	42.1	48.3	90.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	166	98.8	17.4	34.8	47.8	82.6

Abbreviations for Missing Data

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